

## Information Sharing – Florida

For more information, please contact Holly Edenfield, Florida's Race to the Top Coordinator, at  
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### Assurance Area A

Project Management – Staffing	N/A – This was a staffing project.
Project Management – Program Manager and Portfolio Tool	We have provided information about the portfolio management tool, Daptiv, to other states upon request, and will continue to do so.
Database Enhancements	The software can be configured for use by any other state that distributes funds to agencies in a similar fashion to Florida.
Overall Evaluation	The reports are not posted online, but are available upon request. They could provide value to future Florida projects or other states by serving as an example of organizing a major educational grant evaluation.

### Assurance Area B

Teacher Standards Instructional Tool (CPALMS)	Most if not all of the activities and resources developed under this grant are currently publicly available at <a href="http://www.cpalms.org">http://www.cpalms.org</a> . Users of CPALMS are world-wide (at least 229 countries/territories).
Florida Assessments for Instruction in Reading-Florida Standards (FAIR-FS) / Progress Monitoring and Reporting Network	One aspect of the FAIR-FS project is to provide parent letters. These parent letters provide parents with information on their child's progress through the three assessment periods conducted yearly. Also the Just Read, Florida! office maintains a website that includes information and resources for parents and educators.
Classroom Enrollment Tool (CET)	CET is not really designed to be shared publicly; the nature of all the data collected within is highly confidential and the tool itself has little stand-alone value. It was designed solely for the purpose of supporting the utilization of other applications by populating them with current roster data. We can say that by supporting increased use of Item Bank and Test Platform (IBTP), CET is helping to promote IBTP as an item repository and assessment administration/scoring tool.
Text Demand Study/Instructional Materials Survey	The WestEd report is available on the FDOE website at <a href="http://www.fldoe.org/core/fileparse.php/7605/urlt/0073269-reportjune2012.pdf">http://www.fldoe.org/core/fileparse.php/7605/urlt/0073269-reportjune2012.pdf</a> . Specifications for instructional materials adoptions can also be made publicly available.
Student Tutorials	Once full released, the Student Tutorials will be publicly available at <a href="http://floridastudents.org">http://floridastudents.org</a> . At this time, there will not be a login requirement.
Professional Development on Teacher Tools	The training is currently focused on serving pre-service and inservice teachers within the state. Discussions may be held in order to discuss transferability across states and/or the public domain. Modules are available on CPALMS.

Career and Technical Education (CTE) Alignment Workshop and Professional Development	Information from both the academic alignment and regional professional development resources are available online and state curriculum frameworks are available on CPALMS and on the Division of Career and Adult Education website.
Technology Grants to Districts	Information regarding the status of the districts' implementation of digital learning including the professional development related to it, can be found on the FDOE website at <a href="http://www.fldoe.org/about-us/division-of-technology-info-services/dcp.stml">http://www.fldoe.org/about-us/division-of-technology-info-services/dcp.stml</a> .
Item Bank and Test Platform (IBTP)	IBTP resources, including item specifications, training materials, tutorials, and user guides, are publicly available to all educators through CPALMS and the FDOE site. The IBTP is a secure system available to all Florida districts, with user roles assigned within the districts in efforts to maintain confidentiality and security of assessment items, tests, and data.
Florida Assessments for Instruction in Reading-Florida Standards (FAIR-FS)	The project provides information about whether students in Florida are meeting the higher level reading requirements that are being demanded of students across the nation. An annual report will be written to document the reading attainment of Florida students.
English Language Arts Formative Assessment System	<p>The English Language Arts Formative Assessment System (ELFAS) is an online resource created to support the statewide implementation of the Language Arts Florida Standards. The K-8 ELA Formative Assessments are available to all Florida teachers through SSO and can be accessed through <a href="http://www.fldoe.org/ss0">www.fldoe.org/ss0</a> under Resources &amp; Assessments. Professional Development Modules will be made available on our standards website without SSO access.</p> <p>ELFAS also offers research-based professional development that enhances the teachers' knowledge of the Florida Standards and the use of formative assessments by equipping teachers with the knowledge to implement formative assessment tasks within their instructional cycle. Used during instruction, formative assessments provide teachers with observable evidence essential to the evaluation of students' existing skills, knowledge, misconceptions, and reasoning.</p>
Mathematics Formative Assessment System	<p>Approximately 1,300 formative assessment tasks and rubrics aligned to the Florida Standards and made freely available to teachers throughout the nation via CPALMS.</p> <p>Eighteen lesson study resource kits aligned to the domains of the K-3 Florida Standards and two lesson study resource kits aligned to the algebra and geometry standards designed to assist teachers engaging in lesson study as they transition to the new mathematics standards, are made freely available to teachers throughout the nation via CPALMS.</p>
Content Experts	This project was to hire content specialists to review assessment items in specific content areas. The work was successfully completed on time and on budget. The documents used to advertise these positions and their job descriptions are available for other states/organizations to use if they would also like to replicate Florida's work to establish a large-scale Item Bank and Test Platform in support of local assessments.

Hard-to-Measure (HtM) Assessment Item Development	The HtM project represents the first time the state has included all non-core content areas as part of a statewide initiative. These assessment items, representing various item types and complexities, are a positive addition to the classroom by including items that meet the course description and the standards associated with it. Teachers have items created by their colleagues who were trained to write high quality items and to review these items. Many of these items have been tested via item tryouts and field testing. Should FDOE decide to share these items or make any of the training documents created as a result of this project, other states would benefit from the processes developed, tutorials, and variety of assessment items.
International Assessments	This project has been successfully completed. Results and additional information about Florida state-level benchmarking for international assessments is available online at <a href="http://www.fldoe.org/accountability/assessments/national-international-assessments/">http://www.fldoe.org/accountability/assessments/national-international-assessments/</a> .
Item Bank and Test Platform Evaluation	None of the outcomes of this project have been made public at this time. The project has a termination date of June 30, 2015.
Hard-to-Measure Other Content (HtMOC) Assessment Item Development	The HtMOC project represents the first time the state has developed assessment items for a wide range of courses identified in its course directory, to include both core and non-core content areas. These assessment items, representing various item types and complexities, are a positive addition to the classroom by including items that meet the course description and the standards associated with it. Teachers have items created by their colleagues who were trained to write high quality items and to review these items. Should FDOE decide to share these items or make any of the training documents created as a result of this project, other states would benefit from the processes developed, tutorials, and variety of assessment items.
Grants to Rural Districts for CTE	Information associated with this project will be made available through the Division of Career and Adult Education website at <a href="http://fldoe.org/academics/career-adult-edu/">http://fldoe.org/academics/career-adult-edu/</a> .
Hard-to-Measure CTE Assessment Item Development	This CTE project represents the first time the state has developed assessment items for 198 courses, not including the ones connected to the HtM and HtMOC projects. These assessment items, representing various item types and complexities are a positive addition to the classroom by including items that meet the course description and the standards associated with it. Teachers have items created by their colleagues who were trained to write high quality items and to review these items. Should FDOE decide to share these items or make any of the training documents created as a result of this project, other states would benefit from the processes developed, tutorials, and variety of assessment items.
STEM Scholars	Information is available at <a href="http://www.floridalearnsstemscholars.org">www.floridalearnsstemscholars.org</a> .
Technology Resources and Consolidated Call Center	The call center is an invaluable resource to millions of Floridians. From parents and students to teachers and school administrators, our team supports inquiries specific to all RTTT applications as well as a number of other general inquiries pertinent to ongoing education reform efforts throughout Florida. Our call center staff is the first line of customer service to all who have questions about RTTT applications and general FDOE inquiries.

### Assurance Area C

Single Sign-on (SSO)	The state's SSO system is available as a model for other states that would like to create a single sign-on system for their educators and school district staff.
Data Implementation Committee	The data implementation committee has archived the communication of events. These communications can be used as an example to outside organizations.
Local Instructional Improvement System (LIIS) Minimum Standards	Florida's LIIS Minimum Standards are posted online at <a href="http://www.fldoe.org/arra/LIISMS.asp">http://www.fldoe.org/arra/LIISMS.asp</a> and available for other states to use in determining their own minimum standards for local instructional improvement systems.
Local Systems Exchange	The Local Systems Exchange was designed for internal use by Florida school districts to discuss best practices and initiate collaborative efforts.
LIIS Survey	LIIS Survey Results are posted online at <a href="http://www.fldoe.org/arra/LIISMS.asp">http://www.fldoe.org/arra/LIISMS.asp</a> .
Grants to Small or Rural Districts for LIIS Support	This project provided financial support to small and/or rural school districts working to develop or enhance their LIIS. Progress toward meeting these goals for all school districts is provided as part of the annual reports posted at <a href="http://www.fldoe.org/arra/LIISMS.asp">http://www.fldoe.org/arra/LIISMS.asp</a> .
Research Agenda	Florida's Research Agenda is posted online at <a href="http://www.fldoehub.org/Research/Pages/default.aspx">http://www.fldoehub.org/Research/Pages/default.aspx</a> .

### Assurance Area D

Student Growth – Value-Added Model	The American Institutes for Research Model that the State uses has solid statistical and psychometric properties that may be of interest to other States who may be pursuing a Covariate Adjusted Student Growth model. Since it can be customized to State requirements, especially in regards to covariates, it is useable across states. Information on model specifications and performance are posted on the FDOE website.
Student Growth – Hard-to-Measure	Based on findings so far, there are only a handful of states pursuing student growth measurement in Performance-based courses (e.g., Music, Art, Physical Education) and only a couple of leaders. Therefore, recommendations provided by the University of West Florida in June may be useful to other states who are pursuing or plan to pursue efforts in this area.
Student Growth – Staffing	The achievements in this area are state-specific and likely not to be of use to other states or the public domain.
Technical Assistance on Revising Evaluation Systems	The use of a variety of research frameworks provides states an opportunity to see the impact of each model on actual growth in educator capacity and student performance.
Grants to Districts to Monitor Evaluation System Implementation	Florida's teacher evaluation system has been substantially revamped via Race to the Top and could be a model for other states.
Florida Standards Professional Development	The state is currently in the process of creating an html page to post deliverables received as outcomes of the trainings for all to be able to access and utilize as best practices. It is intended that this page will be housed on CPALMS.

Professional Development for New and Novice Teachers	FDOE, Pinellas County School District, Florida and the Islands Regional Comprehensive Center and The New Teacher Project held an interactive discussion and observation workshop on November 13-14, 2014. A diverse group of participants included deans of universities with state-approved teacher preparation programs, state-level education leaders, district administrators, school principals, and teachers. The group discussed the various opportunities and challenges for teacher preparation programs and first year teachers' performance. Participants observed coaching and mentoring techniques in actual classroom instruction. Principals and school administrators fielded questions and facilitated further discussion on the challenges and progress being made in equipping teachers with the essential teaching skills. This workshop served to inform key players in the state for replicating and sustaining this pilot program into other districts.
District-level Administrator Evaluation Redesign	Florida's evaluation system has been substantially revamped via Race to the Top and could be a model for other states as it is not common for district administrators' evaluations to include substantial use of student achievement data as part of the summative evaluation rating.
Job-Embedded Teacher Professional Development	University of Central Florida (UCF), in collaboration with the partner districts and resident teachers, conducted over 20 presentations related to the project during the project's duration. Presentations included sharing project progress, best practices, challenges and successes.
Job-Embedded Principal Professional Development	Results from this project will be used to improve the preparation processes for all school leaders and improve the state's ability to measure candidate and program performance outcomes based on student learning, teacher effectiveness, and school success. Additionally, the project teams have conducted multiple national and state conferences; written and published research papers; created and disseminated videos describing the project's development, purposes, best practices and outcomes. Both job-embedded principal preparation projects are consulting on the publication of a book detailing the overall programs.
Job-Embedded Principal Professional Development	Results from this project will be used to improve the preparation processes for all school leaders and improve the state's ability to measure candidate and program performance outcomes based on student learning, teacher effectiveness, and school success. Additionally, the project teams have conducted multiple national and state conferences; written and published research papers; created and disseminated videos describing the project's development, purposes, best practices and outcomes. Both job-embedded principal preparation projects are consulting on the publication of a book detailing the programs.
Recruiting Minority Educators	Recruiting minority teachers is a challenge many states regularly face. Project PRIDE (Planning and Rewarding Instructional Diversity in Education) could serve as a model to address that challenge.
UTeach Support	Information can be made available upon request.
UTeach Replication	The UTeach Institute disseminates data on all replication sites during national and state conferences. The progress and growth of the Florida Tech UTeach program is represented in these presentations.
STEM-Teacher Induction and Professional Support (STEM-TIPS)	The STEM-TIPS project team has conducted multiple state and national conferences disseminating the project's progress, implementation and capabilities. Currently, the University of Maryland, University of Vermont and Montclair State are utilizing the platform to support pre-service teachers during their field experiences and internship. Furthermore, the UTeach Institute has expressed

	interest in utilizing the STEM-TIPS platform to support and collaborate with UTeach graduates.
TeachinFlorida.com	Since this is a national database, the new features available within the system (i.e. effectiveness ratings, advanced applicant tracking) can now potentially be used by other states in recruiting and selecting effective educators. The database also provides the opportunity to collect and analyze data on effectiveness as part of recruitment efforts.
Electronic Institutional Program Evaluation Plan (eIPEP)	The public portal of the eIPEP system enables the public domain to access reports on state-approved teacher preparation programs' progress and performance based on outcome performance metrics.
Florida Teacher Certification Examinations	<p>Throughout the development process, the Bureau made a concerted effort to disseminate information to various stakeholders. To do this, the Bureau employed a variety of methods, including email, conference presentations, and social media. The Bureau utilized emails sent to state-wide list serves for district superintendents, college deans and faculty, educational leadership organizations, and K-12 faculty to announce upcoming development work as well as recruitment efforts for the committees which completed the work. The Bureau also invited state-wide stakeholders to submit their thoughts on draft competencies, skills and blueprints of newly redeveloped subject areas through month-long online surveys. Bureau staff participated in conferences of educational associations, presenting research, announcing pending changes, upcoming work, and addressing concerns and questions.</p> <p>Finalized, non-test secure information, such as competencies and skills, test blue prints, item formats, and test and scoring information, is made available free of charge online through the FDOE website and through the web site for the Bureau's test administration contractor for all Florida Teacher Certification Examinations, as well as the Florida Educational Leadership Examination, the General Knowledge Test and the Professional Education Examination.</p>
Initial and Continued Program Approval Standards	<p>The Teacher and Leader Preparation Implementation Committee's (TLPIC) approved recommendations have been codified into law and the recommendations provided by the University of Florida (UF) and the TLPIC on revised program approval standards, requirements and processes have formed the basis of the proposed rule. Annual reports on state-approved teacher programs' progress and performance are accessible by the public through the eIPEP system and all of the TLPIC meetings and conference calls are accessible through the FDOE website.</p> <p>FDOE has conducted development workshops on the proposed rule which includes an overview of how the work of TLPIC and UF influenced proposed revisions to the rule. In addition to disseminating the recommendations on the revised program approval standards and requirements to educator preparation program stakeholders, both UF and UCF disseminated the project's progress, outcomes and results during presentations at state conferences.</p> <p>In an effort to identify and provide technical assistance to improve the preparation of future teachers, FDOE is currently utilizing the results from sample report cards to identify struggling programs based on outcome performance measures.</p> <p>While project outcomes are essential to the state's program approval process,</p>

	evidence of the true value will become more visible after full implementation of the revised program approval process.
Centers for Excellence in Elementary Teacher Preparation	Projects will share information through its collaborative partnerships and key stakeholders. Projects will make information available through pre-service teaching preparation conferences and meetings. Each awarded project is required to share and publish information about their partnerships and programs, using web-based tools, as a minimum. Results will the outside evaluation project will also be shared.
Using Evaluation Systems to Inform Professional Development	The shift in attention to actual implementation of professional learning on the job and the work in progress to monitor the impact of such learning on student success creates new opportunities for sharing across the states successful works in progress. The emerging new Florida state standards for professional learning will be a model for other states on how to shift the focus from “getting PD” to successful implementation of professional learning. These evolving resources are provided online via the FDOE website or other FDOE-supported websites accessible to the public.
Commissioner’s Leadership Academy (CLA)	CLA participants formed a network of mutually supporting colleagues many of whom now participate in various national organizations and conferences. The CLA completers bring insights to other states through such events, not only on the content knowledge and skills gained but a collaborative process that engages colleagues in deliberate practice and collegial learning processes.
Community of Practice	All materials, including video, are posted at <a href="http://www.nefec.org/cop/">http://www.nefec.org/cop/</a> .
Great Teachers and Leaders Evaluation	The reports provided by MGT of America are state and district specific thus it is doubtful that there is any value to other states and/or the public domain.

## Assurance Area E

Recruiting promising teachers	Teach for America is a nationwide initiative and the data collected in Florida’s projects will be shared in similar programs across the nation.
Aspiring Turnaround Principal Training	Information is in the process of being posted at <a href="http://www.floridaschoolleaders.org">www.floridaschoolleaders.org</a> . At least one other state and Florida LEA are interested in replicating the program.
Rural Turnaround Leadership Training	Information can be made available upon request.
Differentiated Accountability Summer Academies	<p>The Bureau of School Improvement (BSI) has posted at <a href="https://www.floridacims.org/downloads">https://www.floridacims.org/downloads</a> artifacts of our tools, protocols and resources originally developed for summer academies that have proven useful as models for professional development. As the toolkit grows, we are considering a better way to display the artifacts, including hosting eLearning tutorials for public accessibility (currently, they are available to logged-in users).</p> <p>Additionally, the BSI has also been asked to present on our work in various national settings, including the 2014 Innovations conference, several State Development Network convenings, and multiple share-outs at USED Reform Support Network gatherings.</p>
Charter School Expansion	Information can be made available upon request.

District-Charter Collaborative Compact	Information can be made available upon request.
Grants to Rural Districts for CTE Academies	Information can be made available upon request.
Regional CTE Experts	Information can be made available upon request.
Microsoft IT Academies	Information can be made available upon request.
Regional Reading Coordinators	We believe we have built and refined an approach to statewide support for systems improvement that is both powerful and palatable and could be modeled by other states. The BSI has already been asked to present on our model in various national settings, including the 2014 Innovations conference, several State Development Network convenings, and multiple share-outs at USED Reform Support Network gatherings.
Regional STEM Coordinators	We believe we have built and refined an approach to statewide support for systems improvement that is both powerful and palatable and could be modeled by other states. The BSI has already been asked to present on our model in various national settings, including the 2014 Innovations conference, several State Development Network convenings, and multiple share-outs at USED Reform Support Network gatherings.
Community Compact	Information can be made available upon request.
Model Community Compact	Information can be made available upon request.

#### **Assurance Area F**

Technical Assistance on Evaluation Systems for Charter Schools	All training resources – from audio, to video, to text – are available publicly on the FDOE-administered Charter Evaluation Training website, <a href="https://charterevaluationtraining.fldoe.org">https://charterevaluationtraining.fldoe.org</a> .
Technical Assistance on Florida Standards and LIIS for Charter Schools	<a href="http://www.flcharterccrstandards.org">http://www.flcharterccrstandards.org</a> , <a href="http://www.cpalms.org/project/cpalmscharter.aspx">http://www.cpalms.org/project/cpalmscharter.aspx</a>